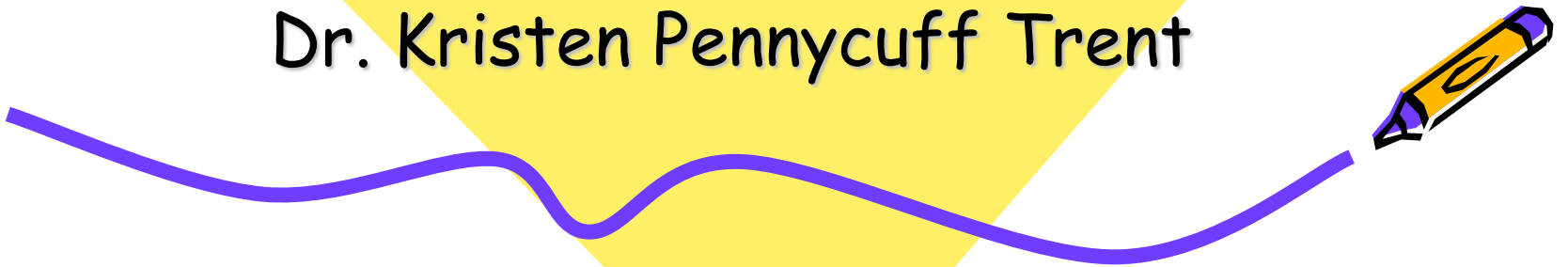




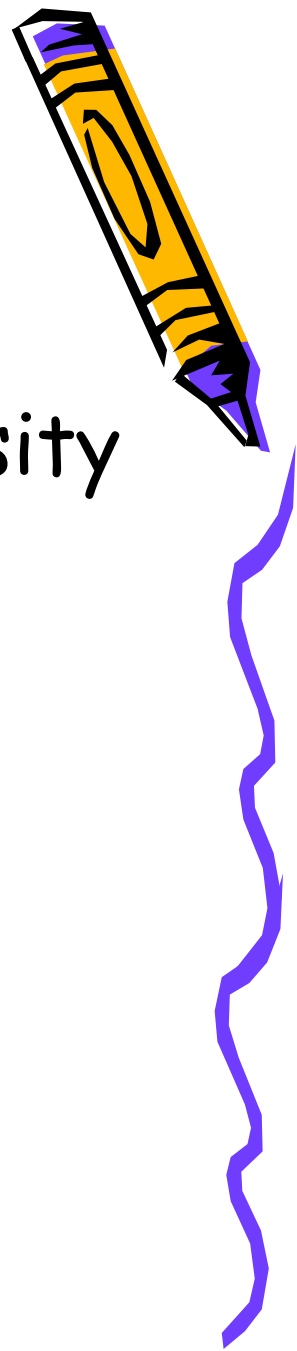
# Culturally and Linguistically Diverse Groups

Dr. Kristen Pennycuff Trent



# Chapter Three Overview

- Defining identity, culture, & diversity
- Language
- Culturally Relevant Pedagogy
- Antibias education
- Parents and Community

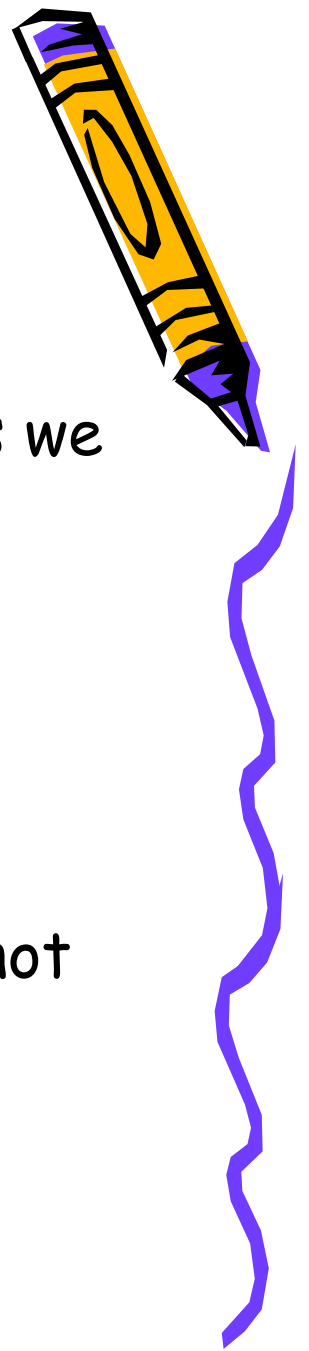


# Diversity

- Addressing issues that arise as a result of increased diversity demands both insight and care rather than arrogance and simplistic notions of unity.
  - Sonia Nieto, 2009, p. 150



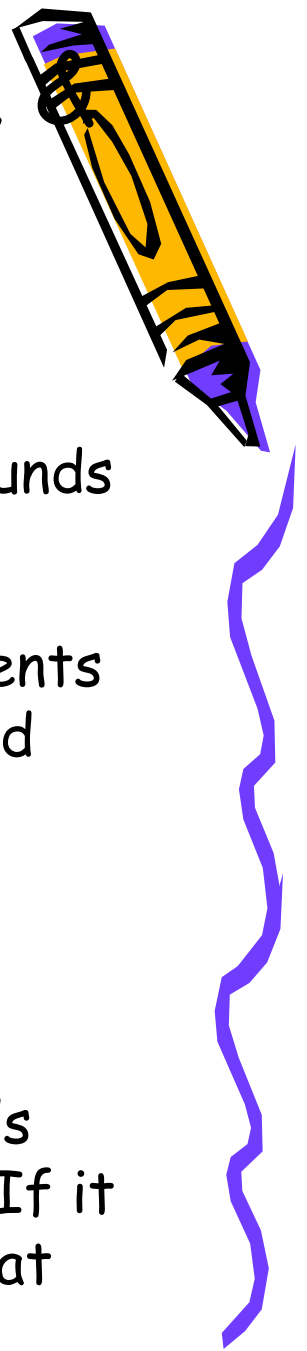
# Definitions



- Identity - who we think we are and the groups we identify with
- Culture - our values and beliefs, learned from family and community
- Diversity - Our various differences, like characteristics and values, whether fixed or not



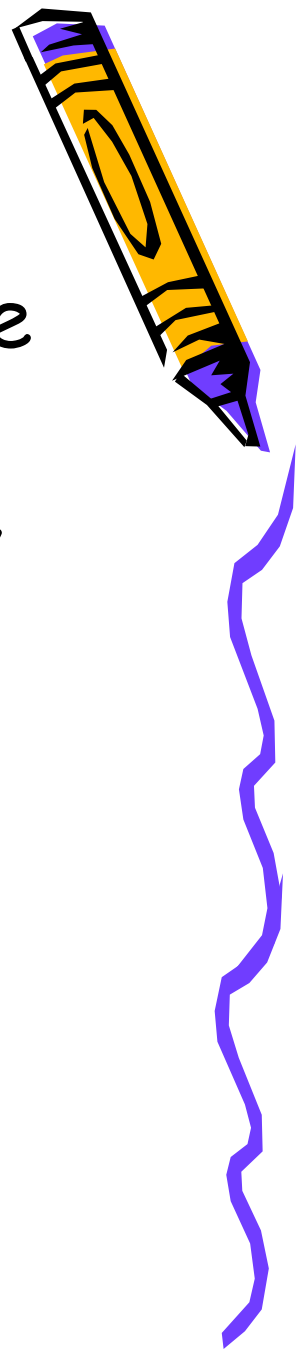
# Addressing identity, culture, & diversity in the classroom



1. Examine your own cultural identity.
2. Identify different cultural and linguistic backgrounds represented in your school or center.
3. Use a variety of children's literature that represents the children in the classroom, school or center, and community.
4. Use real photographs of people in the community where your school or center is located.
5. Examine existing curriculum and see how children's cultural and linguistic background is represented. If it is not, discuss provisions to enact to make sure that occurs.



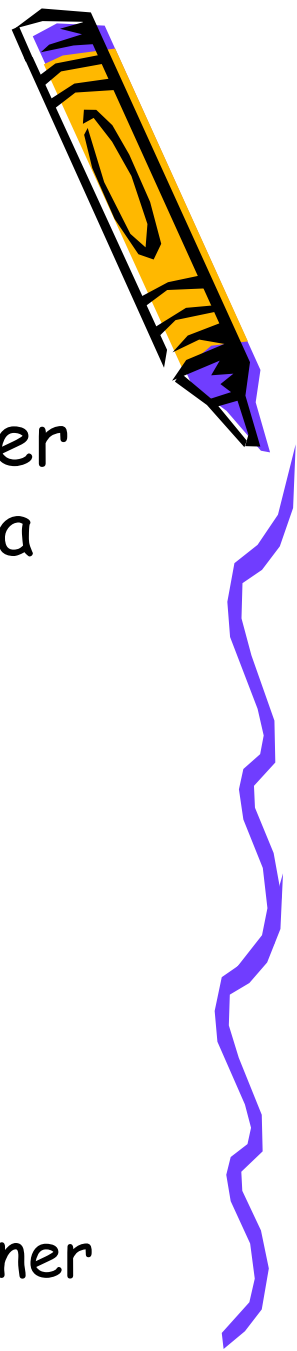
# Language



- English is crucial for success in the U.S.
- Retaining native language also very important
- Second Language Acquisition Theories
  - Monitor Model of Second Language Acq. - Krashen
  - Two Periods of Second Language Acq. - Cummins



# Krashen's Classic Monitor Model of Second Language Acquisition



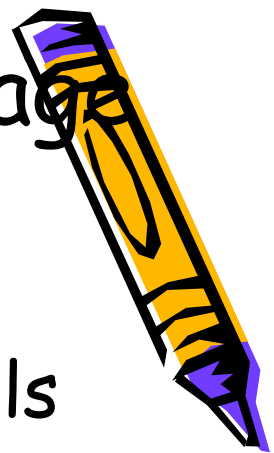
- Focuses on the importance of the learner to have low anxiety as he or she learns a second language

1. acquisition/ learning distinction
2. the natural order hypothesis
3. the monitor hypothesis
4. the input hypothesis
5. the affective-filter hypothesis

Emphasizes the natural order of language acquisition and the importance of giving the learner time and support.



# Two Periods of Second Language Acquisition



- Basic Interpersonal Communication Skills (BICS)
  - children use language for social functions, to give information, project situations or guess future situations, control themselves and others, and to direct attention and memory
- Cognitive Academic Language Proficiency (CALP)
  - children are listening, speaking, reading, and writing within a content area





# Parental Support in Language Development

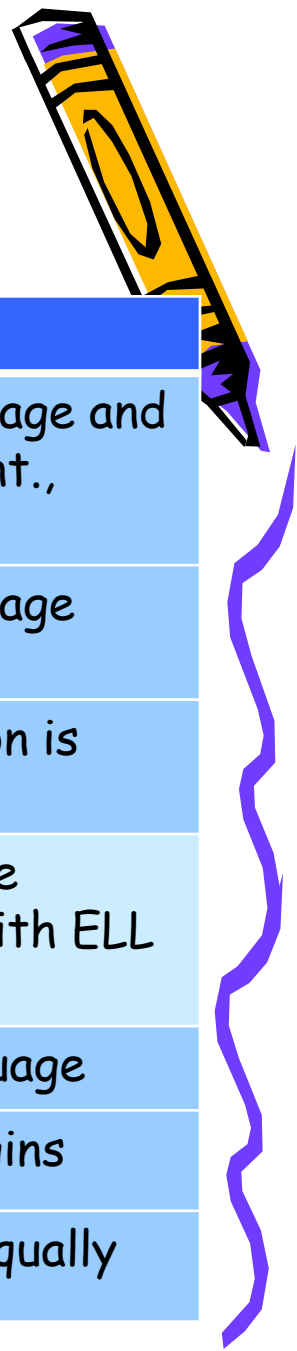


Encourage Parents to:

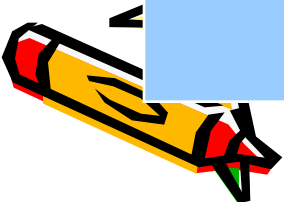
- Talk to their child in their native language.
- Sing songs to their child in their native language.
- Tell their child traditional stories from their culture in their native language.
- Read culturally relevant books to their child in their native language.
- Play traditional children's games from their culture.
- Have their child send letters or emails in their native language to family members, such as grandparents.



# Language Learning Programs



Program	Grade	Description
Transitional Bilingual Education	From K	Instruction in native language and English with ELL component., when
	Until 3 <sup>rd</sup> /4 <sup>th</sup>	Instruction in native language decreases
	3 <sup>rd</sup> /4 <sup>th</sup> and later	Native-language instruction is replaced with English
Maintenance or Late Exit Programs	up until 5 <sup>th</sup> or 6 <sup>th</sup> grade	Focus on maintaining native language for instruction with ELL component
Dual Language (90/10 model)	K-1st.	Emphasis on minority language
	2 <sup>nd</sup> or 3 <sup>rd</sup>	Gradual use of English begins
	4 <sup>th</sup> and 5 <sup>th</sup>	Both languages are used equally



# Culturally Relevant Pedagogy



- Culturally Relevant Pedagogy - "theoretical model that not only addresses student achievement but also helps students accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate"  
(Ladson-Billings, 1995, p. 469)



# Culturally Relevant Pedagogy...



- provides opportunities to enhance learning.
- allows teachers to reflect on their practices and provide a curriculum that is relevant to all children.
- culturally relevant curriculum reflects children's experiences, identity, culture, and abilities in lessons.



# Antibias

- Antibias education focuses on the power of cultural consciousness
- Antibias classroom appreciates children and their families
- Foundation of antibias education is understanding how children develop their identity, perceive differences, and receive negative social messages

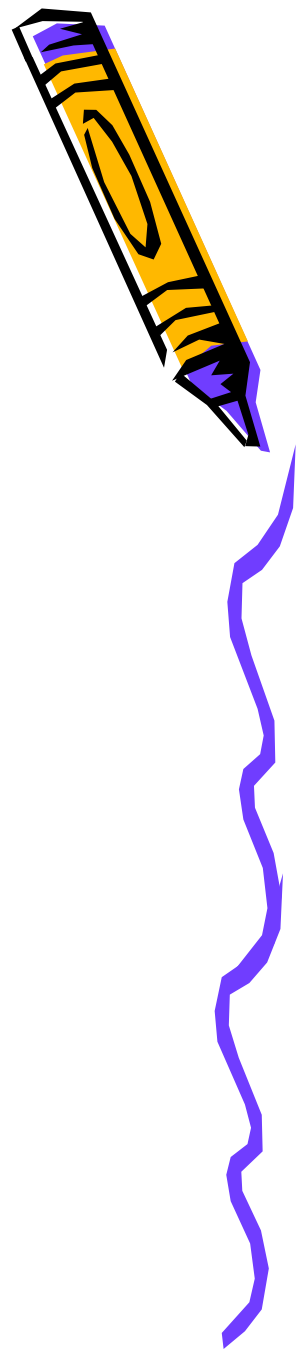


# Anti-bias Education

- Goals: Each child will...
  1. demonstrate self-awareness, confidence, family pride, and positive social identities.
  2. express comfort and joy with human diversity; accurate language for human differences, and deep, caring human connections.
  3. increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
  4. demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.



# Parents and Community



- Best practices regarding how to effectively communicate with culturally and linguistically diverse families (Araujo, 2009):
  - Incorporate funds of knowledge
  - Practice culturally relevant teaching
  - Foster effective communication
  - Extend and accept assistance

